Fall 2016 Report: Library Instruction Exit Slip Responses
Option A & B

Introduction

During the Fall semester of 2016, library instructors worked with students in a variety of different courses, including Writing 10, Upper Division Writing, and courses outside of the writing program. After library instruction sessions, students were asked to complete short exit slips evaluating various aspects of the library instruction session they had just attended.

This fall, the library instruction team decided to implement two feedback forms, Option A and Option B. Library instructors were able to decide which feedback form to use in their respective sessions. Both forms elicited open-ended responses. Option B survey questions were designed to elicit responses regarding students’ attention, relevance, confidence, and satisfaction, characteristics listed in John Keller’s ARCS Model of Motivational Design Theory.

According to Qualtrics reporting, 281 total students responded to the Option A survey, and 381 total students responded to the Option B survey, making for a total of 662 surveys completed. However, after exporting the data to Excel, the data shows that 278 students responded to the Option A survey, while 384 students completed the Option B survey, also for a total of 662.

However, the breakdown of students by subject does not add up in Qualtrics reporting. For Option A:

- 235 students enrolled Writing 10 completed a survey.
- 39 students enrolled in Upper Division Writing courses completed a survey.
- 8 students enrolled in other subject areas courses completed a survey.

This comprises 282 students versus the 281 figure.

For Option B:

- 173 students enrolled in Writing 10 completed a survey.
- 151 students enrolled in Upper Division Writing courses completed a survey.
- 61 students enrolled in other subject areas courses completed a survey.
- 7 students enrolled in graduate studies completed a survey.

This comprises 392 students versus the 381 figure.

The differences are due to students who may not have fully answered surveys.

Because of the variety of classes offered, there may be some students who attended multiple library instruction sessions and completed each of the surveys multiple times, or
one of each survey. It is also possible that each survey respondent only completed one survey one time.

**OPTION A**

**Survey Questions for Option A**

1) After leaving today’s session, what do you anticipate will be your next research step as you work on your upcoming assignment?

2) What was the most valuable to you in today’s session?

3) Do you feel comfortable contacting your library instructor if you have questions later in the semester? *Yes / Uncertain / No*

4) Additional comments or suggestions?

5) Who was your instructor for this session? *Joe Ameen / Donald Barclay / Sara Davidson / Squibb / Lindsay Davis / Emily Lin / Elizabeth McMunn-Tetangco / Elizabeth Salmon*

6) Select which option best describes your class. *Writing 10 / Upper Division Writing / Other subject area... / Graduate studies*

**Multiple Choice Question Responses**

**Question 3: Do you feel comfortable contacting your library instructor if you have questions later in the semester?**

![Bar chart]

280 out of 281 students responded to this question. 267 students—95.36 percent—said that they felt comfortable contacting their library instructor with further questions. 12 students, accounting for 4.29 percent of responses, felt uncertain, though did not comment why. One student did not feel comfortable asking their library instructor for help later in the semester but did not indicate why.
Question 5: Who was your instructor for this session?

280 out of 281 students responded to this question. Sara Davidson-Squibb was the instructor for 121 or 43.21 percent of students who responded to this survey. Lindsay Davis was the instructor for 159 or 56.79 percent of students who responded to this survey.

Question 6: Select which option best describes your class.

All 281 students responded to this survey question. 83.63 percent of the students—235—were in Writing 10. 13.88 percent, or 39 students, were in an Upper Division Writing course. 8 students, accounting for 2.85 percent, were taking a course in another subject.
**Open Ended Question Responses:**

**Question 1: After leaving today’s session, what do you anticipate will be your next research step as you work on your upcoming assignment?**

277 out of 281 students responded to this question. 4 of the responses from these 277 students were not included in the analysis as the responses didn’t fit the question. A total of 273 responses were tagged for analysis.

Many students who responded to this question indicated, in various ways, that they would be utilizing the library’s website/databases/tools/online resources to find more articles or sources—essentially, continuing their research.

- 111 students indicated that they would be doing more research, such as find more articles, but were not explicit about specific library resources. This accounts for 40.6 percent of 273 responses.
- 46 students—or 16.84 percent—explicitly stated they would be looking for more information in the databases.
- 12 students—4.39 percent—indicated that they would look specifically for scholarly articles.
- 41 students—15.01 percent—indicated that they would be utilizing or identifying more keywords for their searches.

50 students—18.31 percent—mentioned specific search strategies to help refine their searches. Of these responses,

- 41 students—15.01 percent—mentioned that they would be utilizing keywords in their searches.
- 4 mentioned using Boolean operators.
- 3 mentioned using quotations/phrase searching.
- 2 mentioned using parentheses.

46 students—16.84 percent—specifically spoke on needing to modify/revise their topics or research questions; some of the responses indicated that students had revised their questions during the library session. Modifying research questions was tied as the second-highest response regarding students’ next steps in their research. Though it does not satisfactorily answer the survey question, one student response indicated that “picking a topic is research.”

35 students—12.82 percent—spoke on reading, evaluating/analyzing, and annotating articles.

The breakdown of responses is listed below.
DO MORE SEARCHING/RESEARCH IN GENERAL (speaks of strategies to narrow in general but nothing specific, using library resources, finding more articles/sources, etc.) – 111

FIND INFORMATION IN DATABASES IN GENERAL – 46

THINK MORE ABOUT THE RESEARCH PROCESS
Modifying research questions and topics – 46
Picking a topic is research – 1
Research cycle/process – 1

USE SPECIFIC SEARCH STRATEGIES
Boolean – 4
Keywords – 41
Quotations/phrases – 3
Parentheses – 2

READ / EVALUATE / CITE / ANNOTATE INFORMATION – 35

FIND SPECIFIC SOURCES/INFORMATION TYPES
Background information – 2
Journals – 8
Peer Review – 1
Scholarly articles – 12
Popular articles – 1
Policy (state, city) – 1
Trade articles – 1
Historical information – 3

DESIGN/MOCK UP/DRAFT/OUTLINE – 10

PULL OUT QUOTES/ SYNTHESIZE – 7

FIND INFORMATION IN SPECIFIC DATABASES
Academic Search Complete – 4
ArtStor – 3
EBSCOhost – 7
GenderWatch – 1
JSTOR – 1
LexisNexis – 2

GET LIBRARAIN ASSISTANCE
Chat – 1
Consult a librarian – 2

USE OTHER RESOURCES & TOOLS
278 of 281 students responded to this question.

Similar to the responses for Question 1, students responded, in various ways, that learning about the library’s online resources/tools/website and/or how to search them effectively was the most valuable from their session.

- 80 students—28.77 percent—commented that learning about/how to search databases was the most valuable from their session.
- 79 students—28.41 percent—commented that learning about searching/research in general was the most valuable from their session. These include responses related to using library resources, finding articles, and strategies to narrow results. They do not include uses of the word “database” or specific search strategies.

Students also commented on specific search strategies as the most valuable from their session. Together, 84 students—30.21 percent—listed specific search strategies as being the most valuable from their session.

- 47 students—16.9 percent—refer to learning about/using keywords
- 20 students—7.19 percent—refer to learning about/using Boolean operators
- 9 students—3.23 percent—refer to using quotations/phrase searching
- 6 students—2.15 percent—refer to truncation
- 2 students—0.71 percent—refer to using parentheses

39 students—14.02 percent—indicated that learning how to modify research questions and/or topics was the most valuable from their session.

14 students—5.03 percent—refer to the librarian’s assistance, instruction, and feedback on keywords and/or research questions as the most valuable.

The breakdown of responses is listed below.

**HOW TO USE DATABASES/FIND INFORMATION IN DATABASES IN GENERAL** – 80

**HOW TO SEARCH/RESEARCH IN GENERAL** (speaks of strategies to narrow but nothing specific, using library resources, finding more articles/sources/journals, etc.) – 79

**USE SPECIFIC SEARCH STRATEGIES**
ABOUT THE RESEARCH PROCESS
Modifying research questions and topics – 39
Picking a topic is research – 1

LIBRARIAN ASSISTANCE / FEEDBACK / INSTRUCTION – 14

SAVING/ CITING
Citing – 3
RefWorks – 8
Emailing/saving articles, citations – 7

USE/FIND/LEARN ABOUT SPECIFIC SOURCES/INFORMATION TYPES
Journals – 4
Scholarly articles – 8
Scholarly vs. popular – 3
How to read articles – 1

USE/FIND INFORMATION IN SPECIFIC DATABASES
Academic Search Complete – 4
ArtStor – 3
EBSCOhost – 4
GenderWatch – 1
Engineering Village – 1
Ethnic NewsWatch – 1
JSTOR – 1
LexisNexis – 1
NewsBank – 1

OTHER RESOURCES & TOOLS
LibGuides – 1
VPN – 2
ILL services (not specifically stated as ILL/UC-eLinks) – 3
ILL services – 1
UC-eLinks – 1

*Question 4: Additional comments or suggestions?

The responses to this question have been separated by library instructor initials and can be found as separate sheets within the Fall 2016_Option A_Questions_Comments by Instructor
workbook in Picon>User Comm and Instruction>Assessment/Instruction>2016-2017>Exit Slip Results Fall 2016.

*Note: The workbook also has separate sheets divided by library instructor and respective responses for Questions 1, 2, and 3 (Q1, Q2, and Q3).

**Trends and Thoughts**

The majority of student responses were similar between Questions 1 and 2. Students said they would continue searching using library resources—or databases specifically—as their next research step. Students also indicated that learning about the library’s resources and/or how to search them effectively, either in general terms or with specific search strategies, was the most valuable from their session.

Students also commented that they needed to either work on modifying their research question as their next step or indicated that learning how to modify a research question was the most valuable outcome from the session. Several students specifically commented that the librarian assistance they received regarding their research questions or keywords was the most valuable from their session. Over 95 percent of students indicated that they felt comfortable contacting their library instructor for assistance if they had questions later in the semester.

The Option A modifications to the instruction survey seem to highlight students’ need for instruction related to recognizing an appropriate scope for their research questions.

The data from these two questions in particular show that the library can be an effective partner in assisting students and faculty with meeting the outcomes of the new General Education proposal (see documents below).

- Hallmarks of Baccalaureate Degrees at UC Merced
- General Education Program Learning Outcomes
- Template for SPARK Seminars
- Draft Sample Course Sequencing

Indeed, the Library’s comments to the proposed General Education Program include:

*The proposed GE program promotes academic success of our students with its emphasis on information literacy in general and information literacy within the context of particular disciplines. The proposal seeks to develop students’ curiosity which leads to inquiry, the basis for research. This is evident in Hallmarks 1 and 3, Program Learning Outcomes 1-3, and in the range of Intellectual Experiences.*

*The proposed program can be strengthened in its implementation in collaborative partnerships with librarians who are excited to co-develop activities and lessons that can...*
help with all of the stages of research, including but not limited to identifying resources... (GE Feedback Library, 12 Dec. 2016)

**OPTION B**

**Survey Questions for Option B**

1) What did you learn today that will help you accomplish the work you will be doing for this class?

2) Please respond to this statement: Today’s session increased my research confidence.  
   *Strongly agree / Agree / Uncertain / Disagree / Strongly disagree*

3) What were you able to accomplish in today’s session?

4) Additional comments or suggestions?

5) Who was your instructor for this session?  
   *Joe Ameen / Donald Barclay / Sara Davidson / Squibb / Lindsay Davis / Emily Lin / Elizabeth McMunn-Tetangco / Elizabeth Salmon*

6) Select which option best describes your class.  
   *Writing 10 / Upper Division Writing / Other subject area... / Graduate studies*

**Multiple Choice Question Responses**

**Question 2: Please respond to this statement: Today’s session increased my research confidence.**
382 students responded to this question. Students, overall, felt that the sessions helped increase their research confidence. 45.29 percent—173 students—strongly agreed that the sessions helped increase their confidence, and 50.79 percent agreed that the sessions helped increase their confidence. These responses account for 96.08 percent of all responses to this question.

13 students—3.4 percent—felt uncertain that the sessions helped increase their research confidence. Regarding those who felt uncertain, one student was experiencing trouble understanding how to move from a research topic to a research question. Two students commented that the sessions were too long. Another student who felt uncertain indicated that while the session, designed for an upper division writing course, is “for people who have never taken this course [sic] it is really helpful, but I feel that for people who have [sic], it might be best to have something else for them.”

Two students felt that the session did not increase their research confidence—one disagreed with the statement, and the other strongly disagreed with the statement. The students did not indicate why they disagreed or strongly disagreed with this statement in the comments section.

**Question 5: Who was your instructor for this session?**
379 students answered this question. Elizabeth McMunn-Tetangco taught 82.06 percent of the students—311 students—who took this survey. Lindsay Davis taught 11.08 percent of the students—42 students—who took this survey. Elizabeth Salmon taught 5.28 percent of the students—20 students—who took this survey. Sara Davidson Squibb taught 1.85 percent of the students—7 students—who took this survey.

**Question 6: Select which option best describes your class.**

![Bar chart showing class options]

381 students responded to this survey question. 173 students—45.41 percent—were in a Writing 10 course. 151 students—39.63 percent—were in an Upper Division Writing Course. 61 students—16.01 percent—were in a course in another subject area. 7 students—1.84 percent—were in a graduate level course.

**Open Ended Question Responses**

**Question 1: What did you learn today that will help you accomplish the work you will be doing for this class?**

377 out of 384 students responded to this question.

Many students who responded to this question answered this question in terms of what they learned from the session itself. A majority of students indicated that they learned about/how to use the library resources/search engines/websites/databases/tools.

- 132 students—35 percent—responded that they learned how to use/find the databases in general.
• 121 students—32 percent—responded that they learned how to search/research in general but were not explicit in using the term database or specific search strategies.

There were 110 instances where students mentioned specific strategies they learned to help them use library resources.

• 52 students—13.79 percent—mentioned keywords.
• 36 students—9.55 percent—mentioned Boolean operators.
• 7 students mentioned use of parentheses.
• 7 students mentioned truncation.
• 6 students mentioned quotation marks/phrase searching.
• 2 students mentioned subject terms/keyword thesaurus.

Students were also appreciative of RefWorks.

• 27 students—7.16 percent—responded that they learned about/how to use RefWorks.

Students also indicated that they learned about/how to find different types of information.

• 23 students—6.1 percent—mentioned learning the difference between scholarly and popular articles.
• 22 students—5.84 percent—mentioned learning how to find scholarly articles.

The breakdown of responses is listed below.

**HOW TO USE DATABASES/FIND INFORMATION IN DATABASES IN GENERAL – 132**

**HOW TO SEARCH/RESEARCH IN GENERAL** (speaks of strategies to narrow but nothing specific, using library resources, finding more articles/sources/journals, etc.) – 121

**USE SPECIFIC SEARCH STRATEGIES**
Keywords – 52
Boolean – 36
Parentheses – 7
Truncation – 7
Quotations/phrases – 6
Subject terms/thesaurus – 2

**SAVING/ CITING**
RefWorks – 27
Citing – 8
APA – 1
RefWorks (not specific) – 1
RefWorks workshops – 1
ABOUT THE RESEARCH PROCESS
Modifying research questions and topics – 14
Picking a topic is research – 6
Research is not linear – 2
Research expectations (not one perfect source) – 1
How to start the research process – 1
How to use articles – 1

USE/FIND/LEARN ABOUT SPECIFIC SOURCES/INFORMATION TYPES
Scholarly vs. popular – 23
Scholarly articles – 22
Journals – 11
Evaluation – 4
Peer review – 4
Newspaper articles – 3
Lit review vs. original research article – 3
Known item – 2
Original research articles – 2
Popular articles – 1
How to use articles – 1
Literature reviews – 1
Primary sources – 1

OTHER RESOURCES & TOOLS
Library website – 12
ILL services (not specifically stated as ILL/UC-eLinks) – 8
VPN – 4
UC-eLinks – 3
Melvyl – 2
How to contact a librarian – 1
Chat – 1
LibGuides – 1
Logging in with UCMNetID – 1
ILL services – 1
Using a Mac – 1
Basic library info (policies, etc.) – 1

USE/FIND INFORMATION IN SPECIFIC DATABASES
CREDO Reference – 3
Academic Search Complete – 2
ProQuest – 2
PsycInfo – 2
EBSCOhost – 1
Psychology databases – 1
Web of Science – 1
Question 3: What were you able to accomplish in today’s session?

359 out of 382 students responded to this question.

The majority of students indicated that they were able to find information for their research during the session. There was a total of 209 instances in which students indicated that they were able to find information, either in more general terms, such as sources or articles, or specific to resource type, such as scholarly articles.

- 106 students—29.53 percent—responded that they were able to find articles.
- 50 students—13.93 percent—responded that they were able to find sources.
- 26 students—7.24 percent—responded that they were able to find scholarly articles.

Students also indicated that they were able to learn how to use the databases or how to search/research in general terms. These responses were more similar to those in Question 1, which asked what students learned from the session which would help them accomplish the work for their class.

- 57 students—15.88 percent—responded that they learned how/were able to use the databases.
- 56 students—15.6 percent—responded that they learned how/were able to search/research.

51 students—14.21 percent—also mentioned that they were able to modify or refine their topics and/or research questions.

The breakdown of responses is listed below.

**FIND INFORMATION**
Find articles – 106
Find sources – 50
Find scholarly articles – 26
Find information/research – 12
Find journals – 4
Find known items – 3
Find books – 2
Find popular articles – 2
Find original research articles – 2
Find clinical studies – 1
Find literature reviews – 1

**HOW TO USE/FIND DATABASES IN GENERAL** – 57
HOW TO SEARCH/RESEARCH IN GENERAL (speaks of strategies to narrow but nothing specific, using library resources, finding more articles/sources/journals, etc.) – 56

ABOUT THE RESEARCH PROCESS
Modifying research questions and topics – 51
Choose a topic – 4
Understand the research process – 2

USE SPECIFIC SEARCH STRATEGIES
Keywords – 26
Boolean – 4
Quotations/phrases – 2
Subject terms/thesaurus – 2

LEARN ABOUT/USE OTHER RESOURCES & TOOLS
Library website – 11
ILL services (not specifically stated as ILL/UC-eLinks) – 2
Melvyl – 1
VPN – 1
Contact a librarian – 1

SAVE/ CITE
RefWorks – 10
Emailing/saving articles, citations – 5
Citing – 5
RefWorks workshops – 1

LEARN ABOUT SPECIFIC SOURCES/INFORMATION TYPES
Scholarly vs. popular – 5
Lit reviews vs. original research articles – 4
Peer review – 4
Abstract – 1

USE/FIND INFORMATION IN SPECIFIC/SUBJECT DATABASES
Credo Reference – 4
ProQuest – 2
PsycInfo – 2
PubMed – 2
ScienceDirect – 1
Web of Science – 1

*Question 4: Additional comments or suggestions?
The responses to this question have been separated by library instructor initials and can be found as separate sheets within the Fall 2016_Option B_Questions_Comments by Instructor workbook in Picon>User Comm and Instruction>Assessment/Instruction>2016-2017>Exit Slip Results Fall 2016.
Trends and Thoughts

The majority of students indicated that learning how to research/about library resources would help them accomplish the work for their course. Students also appreciated learning specific research strategies, such as the power of keywords and Boolean operators, as well as learning about RefWorks. Over 96 percent indicated an increase in their research confidence after participating in a library instruction session.

Students mentioned that they were able to find information using the tools presented during the library session. Librarians are providing time for students to put what they are learning into practice. Students also commented that they were able to modify or begin to understand how to narrow their research topics as a result of the session. This is similar to the themes found in the Option A survey.

In reviewing comments related to students in upper division writing classes, a few commented that while they had participated in other library instruction sessions, they are always surprised by learning something new. However, a few also commented that the sessions were too similar to those they have taken in the past. Although sessions are tailored to specific courses and/or assignments (for example, WRI 10 library sessions are different than WRI 116 library sessions), perhaps surveying students via class instructor related to students’ status could be beneficial (transfers/no WRI 10 session, etc.).